

**THE IMPLEMENTATION OF COOPERATIVE LEARNING  
TO IMPROVE SPEAKING SKILL OF THE EIGHTH GRADE  
STUDENTS AT MTS BUSTANUL ULUM BULUGADING  
IN THE 2015/2016 ACADEMIC YEAR  
EAST JAVA INDONESIA**

**Dian Novi Utami**

University of MuhammadiyahJember

Faculty of Teacher Training and Education

English Language Department

Jember, East Java Indonesia

**ABSTRACT**

**Key words:** Cooperative Learning, Speaking Ability

Speaking was one of the four language skill. Speaking activity has an important contribution to students so the students had to improve their speaking skill. However there were some problems faced by the students of VIII B at MTS Bustanul Ulum Bulugading. Therefore, it was important to do a research entitled “The implementation of cooperative learning to improve speaking skill at MTS BustanulUlum Bulugading.

In this research, the problem was “How can cooperative leaning improve the eighth grade students speaking skill?” and the objective of this research referring to the research problem was to find out how cooperative leaning improve the eighth grade students speaking skill. The design of this research was classroom action research. The research subject was VIII B class consists of 26 students. The primary data were collectedusing test method and the supporting data collected using field not. In order to analyze the data of students’ speaking score, percentage formula was used.

Cooperative Learning was conducted in two cycles. In the first cycle, the result of the field note could be concluded that a half of the whole students did not give any comments or questions about the teacher’s explanation, were discuss and share and were active during cooperative and in the second cycle, the result of the field note could be concluded that almost all of the students paid attention, gave feedback to the researcher explanation, discussed, were share and active during cooperative learning. Those caused the result of the second cycle fulfilled the criteria of success. Cooperative Learning improved the students’ speaking skill in two cycles from the percentage of students scored 70 ( $E = 53.84\%$ ) in Cycle 1 to ( $E = 76.92\%$ ) in Cycle 2. It can be concluded that cooperative learning could improve the students’ speaking skill.

## ABSTRAK

**Kata kunci:** Pembelajaran Kooperatif, kemampuan berbicara.

Berbicara adalah salah satu keterampilan empat bahasa. Aktivitas berbicara memiliki kontribusi penting kepada siswa sehingga siswa harus meningkatkan kemampuan berbicara mereka. Namun ada beberapa masalah yang dihadapi oleh siswa dari VIII B di MTS Bustanul Ulum Bulugading. Oleh karena itu, penting untuk melakukan penelitian yang berjudul "Penerapan pembelajaran kooperatif untuk meningkatkan keterampilan berbicara di MTS Bustanul Ulum Bulugading.

Dalam penelitian ini, masalahnya adalah "Bagaimana bisa kooperatif meningkatkan keterampilan berbicara siswa kelas delapan?" Dan tujuan dari penelitian ini mengacu pada masalah penelitian adalah untuk mengetahui bagaimana kooperatif meningkatkan keterampilan berbicara siswa kelas delapan. Desain penelitian ini adalah penelitian tindakan kelas. Subjek penelitian ini adalah kelas VIII B terdiri dari 26 siswa. Data primer dikumpulkan dengan metode tes dan data pendukung dikumpulkan menggunakan lapangan tidak. Untuk menganalisis data skor berbicara siswa, rumus persentase digunakan.

Pembelajaran kooperatif dilakukan dalam dua siklus. Pada siklus pertama, hasil catatan lapangan dapat disimpulkan bahwa setengah dari seluruh siswa tidak memberikan komentar atau pertanyaan tentang penjelasan guru, yang membahas dan berbagi dan aktif selama kooperatif dan pada siklus kedua, hasilnya dari catatan lapangan dapat disimpulkan bahwa hampir semua siswa diperhatikan, memberikan umpan balik kepada penjelasan peneliti, diskusi, share dan aktif selama pembelajaran kooperatif. Yang disebabkan hasil dari siklus kedua memenuhi criteria keberhasilan. Belajar kooperatif meningkatkan keterampilan berbicara siswa dalam dua siklus dari persentase siswa mencetak 70 ( $E = 53,84\%$ ) pada siklus 1 menjadi ( $E = 76,92\%$ ) pada Siklus 2. Dapat disimpulkan bahwa pembelajaran kooperatif dapat meningkatkan keterampilan berbicara siswa

## INTRODUCTION

Speaking is the active use of language to express meaning so that other people can understand it. In speaking there is a process or transferring information between the speakers and listeners.

Speaking is an important thing in studying English as foreign language. Learning to speak is not easy for students. The teachers have to make the class atmosphere present and enjoyable for students. As Brown and Yule (1989:25) note that learning to talk in the foreign language is to help the students. Therefore, English teacher should create an interesting environment in the classroom in order to obtain the goal of speaking. As Huges (2003:113) describes that the objective of teaching spoken language in the development of the ability to interact successfully in that language and involves comprehension as well as production.

Teaching speaking skills is very complicated. As Hughes(2003:131)describes that there are some aspects concerning with speaking ability. They include fluency, accuracy, pronunciation, grammar, vocabulary. The students must have many vocabularies. They should master enough vocabulary so that they can use it fluently and add to their feeling of competency in expression. Fluency in language develops through communication of complete understanding of a meaningful word. The students are also expected to perform understandable utterances with good pronunciation in order to make theirlistener understand their utterances. The students' poor grammar might influence the effectiveness ofspeaking. Therefore, it is important for a teacher to give lots of practice ongrammar, students' pronunciation and students' vocabulary while English teaching learning process occurs. Those activities are useful to develop students speaking ability.

Cooperative learning is defined as a set of instructional methods through which students are encouraged to work on academic tasks (Slavin, 1995). It also refers to a teaching technique where students work in groups on a certain activity in order to maximize one another's learning and to achieve certain goals (Johnson, Johnson, & Smith, 1998). In Cooperative Learning, students work in small groups to help one another in learning academic content (Slavin, 1995). It means cooperative learning is method that students work in small group to help one another learning to achieve certain goals.

## **RESEARCH METHOD**

Research design of this research is Classroom Action Research

The design of this action research is illustrated in diagram 3.1

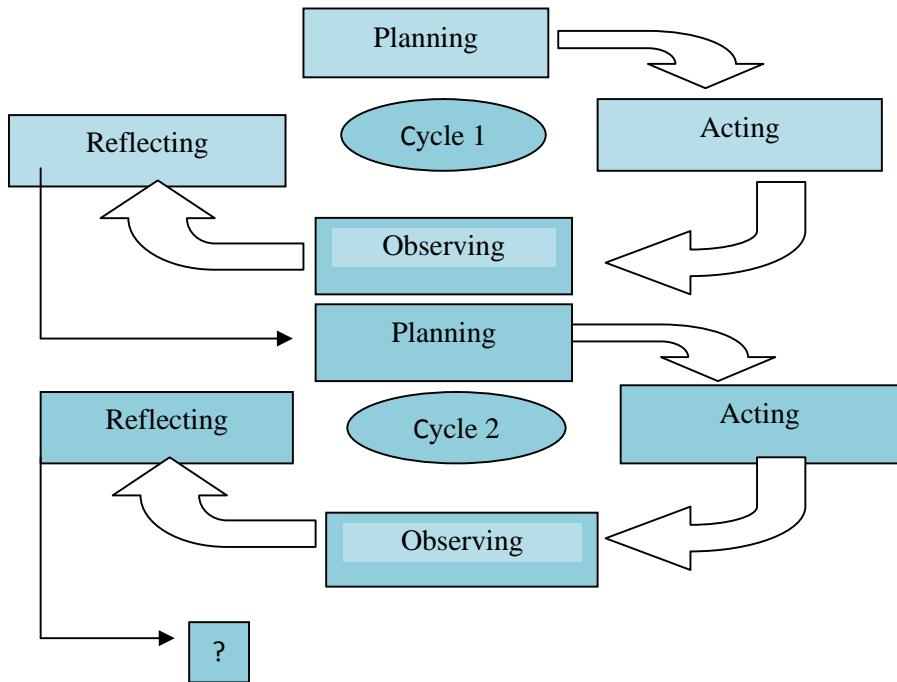


Diagram 3.1 the Model of Classroom Action Research  
 (Adapted from Kemmis and Mc Taggart in Arikunto 2010:137)

Subject in this research is the eighth grade students at MTS Bustanul Ulum Bulugading in the 2015 / 2016 academic year. In the eighth grade of that school there are five classes A to E. In this case researcher chooses the eighth (VIII B) class consists of 26 students because the Eighth grade students had difficulty in speaking.

The instrument used in this research were test and field note. Regarding with the validity, the researcher used content/logical validity which meant that the reseracher made the test based on School Based Curriculum 2006 for Junior High School. While the reliability of test was analyzed by using Alpha Formula. The research found that the reliabilty of the test was 0.759.

## RESULT AND DISCUSSION

In general, administering test and observing the application of the action were done to collect the data of the research in both cycle, cycle 1 and cycle 2. The result of test and observation field note can be described with the table below.

Cycle	Speaking Test	Field Note
1	Students percentage score was 53.84%	A half of the whole students did not give any comments or questions about the teacher's explanation, a half of the whole students were discuss and share and were active during cooperative learning
2	Students percentage score was 76.92%	Almost of all the students paid attention, gave feedback to the researcher explanation, discussed, were share and active during cooperative learning, it mean they were able to work in group

Concerning with the description above, the result showed that the precentage of students' speaking skill was increased from 53.84% in cycle 2 to 76.92% in cylce 2. Besides that, students' activities during teaching and learning process in the classroom was increased as well from a half of the whole students did not give any comments or questions about the teacher's explanation, a half of the whole students were discuss and share and were active during cooperative learning in cycle 1 to Almost of all the students paid attention, gave feedback to the researcher explanation, discussed, were share and active during cooperative learning, it mean they were able to work in group in cycle 2. It can be concluded that Cooperative Learning can improve students' speaking skill at MTS BustanulUlumBulugading.

Based on the result of cycle 1 was regarded that the action in the first cycle had not successful yet because the requirement score of speaking test was

70. The students did not achieve the target score, because some of them feel embarrassed anymore to discuss and share with their group and also they were still not good in pronunciation. In addition, they were lack in vocabulary, fluency, pronunciation, grammar and confused to make correct sentences. They needed more practice in order to be well in speaking.

Based on the result of cycle I, the teacher or researcher did some modifications/revisions to the way of teaching speaking skill by cooperative learning to the students in cycle II.. The teacher divided the students into new group consisted of four to six students and every group there was a leader to control and guide the group. The teacher chose one of the students to be a leader for each group. The leader is who has good performance in speaking and active in teaching learning process. The leader had job to make sure that their entire member active in the discussion and share their idea together.

This explanation is in line with Jollife (2007: 06) states that studies have shown three main categories of advantages of working cooperatively: achievement, interpersonal relationships, and psychological and social competence. Improvement in learning have shown through : greater productivity, higher process gain (that is, more higher - level reasoning, more frequent generation of new ideas and solutions), greater transfer of learning from one situation to another and greater problem -solving. Another is that improvement in psychological health and social competence have included: higher self - esteem, improved self - worth, increased self - confidence, greater independence, supporting sharing of problems and increased resilience and ability to cope with adversity and stress. The students were more confidence and also they were more relaxed in speaking. Furthermore, they could also solve the adversity of their speaking with their groups.

From the result of field note in cycle two it could be concluded that, almost of all the students paid attention and comments about teacher explanation. In the other hand, all of the member in the group were doing discussion and share their idea. It means that there were improvements in cycle two. So the students' activities in cycle two was successful and it was higher than the students' activities in cycle one. It was because the students had been more active, they did

not feel embarrassed anymore to share with their groups, because the leader had organized them and they also led the way of the discussion, so the students were more active than before. This clarification is in line with Laguador (2014: 46) states that collaboration among the groups member improves the skill of the students to communicate in social discussion and participate in the accomplishment of their common goal. Cooperative can also be utilized to enhance and promote higher students achievement.

From the explanation and the theory above, it could be said that cooperative learning can be applied in teaching speaking. It was simple and able to improve the students' speaking skill.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the result of the research, the conclusion is the implementation of cooperative learning to improve speaking skill of the eighth grade student at Mts Bustanul Ulum Bulugading in 2015/2016 academic year by doing more practice about fluency, correct vocabulary and pronunciation and by grouping the students. In group, they could discuss and share the ideas with their friends, so they could be more active and solved their problem together. Therefore the students' speaking ability, such as pronunciation, vocabulary, and fluency was improved by using this method.

### **Suggestion**

In order to improve students' speaking skill. It is better for the teacher to apply Cooperative Learning in teaching and learning process. This research suggests the students to implement this method to improve their speaking skill. For other researcher, this research can be valuable information in conducting further research by implementing cooperative learning in different aspect of English skill, research area, and research design. Reading and Listening skill are the example of the English skill that can be taught by cooperative learning

## REFERENCES

- Arikunto, S.2010.*Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT RinekaCipta.
- Ary, Donald et al. 2010. *Introduction to Research in Education Eighth Edition*. Canada: Cengage Learning Products.
- Hughes, A. 2003. *Testing For Language Teacher*. Cambridge: Cambridge University Press.
- Heaton, J. B. 1975. *Writing English Language Tests*: New York: Longman
- Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. <http://iteslj.org/articles/kayi-TeachingSpeaking.html>.retrievedon June, 3nd 2014
- Laoma, S.2004. Assessing Speaking. Cambridge: Cambridge University Press.
- Murphy Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press
- Nugroho, A.2008. *Improving The eighth Level Students Speaking Ability through picture series at SMPN 3 Tulungagung in the 2006/2007Academc Year*
- Polland, L. 2008. *Lucy Pollard's Guide to Teaching English*. Cambridge: Cambridge University Press
- Radford, A. 1988. *Transformational Grammar*. Cambridge: Cambridge University Press
- Richard, J.C. (2008) *Teaching Listening and Speaking: From Theory to Practice* Cambridge: Cambridge University Press
- Tarigan, H. G. 1981. *Pengajarankosa kata*. Bandung: angkasa
- Thornbury, S. 2002 *How to Teach Vocabulary*. New York: Longman
- Undehill, N.1987. *Testing Spoken Language: A Handbook Oral Testing Techniques*. Cambridge: Cambridge University Press
- Wright, A. 1989. *Pictures for Language Learning*. Cambridge: Cambridge University Press
- Yunus, N. A. 1981. *Preparing and Using Aids: For English Language Teaching*. London.Oxford University Press
- Cameron, L. 2001. *Teaching Languages to Young Learners*.New York:

- Cambridge University Press
- Arsyad, A.2006. *Media Pembelajaran*. Jakarta: Raja GrafindoPersada
- Brown, G., & Yule, G.1983. *Teaching The Spoken Language*. Cambridge : Cambridge University Press.
- Harmer, Jeremy. 2007. *How to Teach English*. Great Britain: Pearson Education Limited.
- Harmer, Jeremy. 1984. *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Byne, D.1988. *Teaching Oral English*. London: Longman
- Gaims, R and RedMan S.19;8. Working With Word: A Guide to Teaching and Learning Vocabulary: Cambridge University Press
- Jacobs, G. M., Power, M. A., and Loh, W. I. 2002.*The Teacher's Course book for Cooperative Learning: Practical Techniques, Basic Principles, and Frequently Asked Questions*. Thousand Oaks. CA: Corwin Press.  
<http://www.corwinpress.com/index.asp?id=detail.asp?id=27713>
- Slavin, R. E. 1995.*Cooperative Learning: Theory, Research, and Practice*. 2<sup>nd</sup> Ed. Englewood Cliffs, NJ: Prentice Hall
- Laguador.M.J. 2014.*Cooperative learning approach in an outcomes – based environment*. Philippines. Philippines University.
- Jollife, W. 2007.*Cooperative learning in the classroom : putting it into practice*.London. Paul Chapman Publishing.
- Usman,Abdurrahman.2015.Using Think Pair Share strategy to improve Students Speaking Ability.English Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty of IAIN Ternate
- Juliah. 2012.*Analysis Kemampuan Komunikasi Matematis Siswa Seolahhasar Universitas Pendidikan Indonsia.*(page. 41-42.) repository.upi.edu